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The purpose of this study was to design an achievement test to measure the degree to which general college students had attained certain objective goals in music appreciation. It was not intended to measure subjective aspects.

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THE CONSTRUCTION AND VALICATION OF AN ACHIEVEMENT TEST IN MUSIC APPRECIATION FOR GENERAL COLLEGE STUDENTS IN THE STATE TEACHERS COLLEGES OF PENNSYLVANIA

- W. Valgene Routch

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The purpose of the study was to design an achievement test to be used in the State Teachers Colleges of Pennsylvania. It was intended to measure the degree to which general college students had attained certain objective goals in music appreciation; however, it was not intended to measure subjective aspects of appreciation.

The initial step in the organization of the study was the empirical development and refinement of the test. Course materials, copies of tests, and titles of basic texts were secured from course instructors in the colleges. Test content was selected and the test-content outline developed on the bases of education-experience requirements. Multiple choice items were written and format was determined. The test consisted of two parts: Subtest I, composed of tape-recorded items, was designed to measure skills in listening; Subtest II, composed of paper-and-pencil items, was designed to measure musical knowledges and understandings.

The first form of the Achievement Test was administered as a pilot study in three teachers colleges and The Pennsylvania State University during the fall semester of 1955. Specimen sets of the test were sent for evaluation purposes to instructors in the other eleven teachers colleges in the state. Revision of the test was based on results of an analysis of student responses to multiple-choice items and evaluations by instructors

The final step was the administration and validation of the Achievement Test in its revised form. This test was given as pre- and post-tests during the spring semester of 1956 in ten teachers colleges. Subtest I was given at that time to one-half the number of sections and Subtest II to the other half. Musical experience indices for each student were secured for purpose of correlation with post-test scores.

To the degree that data from the study were valid indications of true characteristics of the course in music appreciation, it is concluded that the Achievement Test is a valid and reliable instrument possessing the following characteristics:

1. Curricular validity based on: educational goals found to be common in courses of study and tests sent by instructors from nine teachers colleges; item analysis of test results on 252 students in a pilot study at three teachers colleges; evaluation of the test by instructors in seven other teachers colleges.

2. Statistical validity indicated by: significant gains in mean scores between the pretest and post-test with t's for the combined colleges of 19.00 and 22.54 for Subtest I and II, respectively; an estimated validity coefficient of .71 (correlation between pretest and post-test scores).

3. Reliability indicated by: reliability coefficients of .63 and .77 (Kuder-Richardson formula) for Subtests I and II, respectively: reliability

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coefficient of .82 for the total test.

4. Utility in administration and scoring facilitated by: objective-type subtests with single over-all time limits; a tape-recorded listening test; manual of instructions; directions to students which are part of the test booklet; separate answer sheets and stencil keys with specific directions for scoring.

5. Percentile norms based on scores from a representative sample of 1465 students in ten of fourteen teachers colleges in Pennsylvania.

6. Paper-and-pencil items of factual information (Subtest II) are more valid and reliable statistically than listening skill items of tape-recorded musical excerpts (Subtest I).

7. There is a slight relationship (r of .19) between musical experiences indices (number of years devoted to music study) of students and post-test scores secured on Subtest II of the Achievement Test. There is a fairly marked relationship (r of .54) between musical experience indices of students and post-test scores on Subtest I. As indicated in the results of the Achievement Test, scores of the listening skills test are better correlates of backgrounds of musical experiences than are scores of the factual test.